DOCUMENT RESUME

ED 430 173 CG 029 254

AUTHOR	Cochran, Kathleen Mayo; Kathleen Mayo
TITLE	Peaceful Solutions: Teacher's Guide. Conflict Resolution and Violence Prevention Strategies. Professional Development, Grades 5-12.
INSTITUTION	Thirteen WNET, New York, NY.
SPONS AGENCY	Metropolitan Life Foundation.
PUB DATE	1997-00-00
NOTE	29p.; Funding also received from the Louis Calder Foundation and Goya.
AVAILABLE FROM	Accompanying videotape available from The Bureau for At-Risk Youth, 135 Dupont St., P.O. Box 760, Plainview, NY 11803-0760; Tel: 800-999-6884 (Toll Free); Fax: 516-349-5520; Web site: www.at-risk.com ($179.95; order No. BAC2788).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Bias; Class Activities; Communication Skills; *Conflict Resolution; Controversial Issues (Course Content); Educational Resources; Intermediate Grades; Mass Media; *Prevention; *Professional Development; Secondary Education; Service Learning; Teachers; Thinking Skills; Videotape Recordings; *Violence; Workshops
IDENTIFIERS	Mediation; Model United Nations

ABSTRACT

This teacher's guide has been developed for use with the Peaceful Solutions video series. It provides information for educators who want to learn more about how to prevent or reduce youth violence. Through video, print, and on-line components, Peaceful Solutions is intended to increase awareness about educational practices that help promote peace. It provides opportunities for discussion, activities, and next steps for involvement with violence reduction programs. One of the goals of the program is to help students develop attitudes and abilities that will have a lifelong value. Peaceful Solutions consist of four programs. Program 1 and Program 2 show educational approaches with societal or global perspectives. The first features community service learning and the Model United Nations program; the second focuses on bias awareness and media literacy. The strategies in Program 3--communication skill building and academic controversy--and Program 4--changing habits of thought and mediation--are techniques for reducing interpersonal conflicts. These segments are intended to be used in professional development workshops with teachers and may be shown and discussed with students. This guide provides an introduction to each strategy; a video summary of each segment; activities to be used with students; lists of resources; and workshops for teacher sand administrators. (MKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Thirteen · wnet

ED 430 173

peaceful

teacher's guide

conflict resolution and violence prevention strategies

D Reisman

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CG029254

PROFESSIONAL DEVELOPMENT

GRADES 5-12

With support from:
Metropolitan Life Foundation
The Louis Calder Foundation
GOYA

BEST COPY AVAILABLE

Project Director:

Supervising Editor:

Design:

Writer:

Copy Editor/Proofreader:

Advisers:

Associate Project Director
Center for Violence Prevention and Control
Education Development Center

Training Director
International Center for Cooperation and Conflict Resolution
Teachers College, Columbia University

Social Studies Teacher
Brooklyn Technical High School

PEACEFUL SOLUTIONS
The video series was produced by
Thirteen/WNET

Executive Producer:

Producer:

Associate Producer:

Production Coordinator:

Consultants:

PEACEFUL SOLUTIONS and these educational materials are made possible with support from:

Visit the PEACEFUL SOLUTIONS site on the World Wide Web (http://www.wnet.org/wnetschool/peaceful). For more information about PEACEFUL SOLUTIONS call (212)560-2069.

Copyright 1997 Thirteen/WNET

Dear Colleague,

If I were to give the human species a report card as it enters the 21st century I would give it high marks in math, science, and technology. But its marks for the management of conflict need much improvement. In far too many interpersonal, intergroup, and international conflicts, we continue to learn and practice intolerance, prejudice, and violence.

Social scientists have told us that these destructive behaviors are learned and passed on from generation to generation. In many polarized communities these behaviors are fueled by self-serving leaders who manipulate the media and promote biased and prejudiced versions of history in the classroom. Thus, schools can become part of the problem.

Imagine if all the teachers in the world were suddenly empowered to help their students unlearn the ABCs of hatred and exclusion, and learn the skills to achieve peaceful and just solutions to human conflicts. An unattainable ideal? I think not. Over the past 20 years as a trainer/mediator, I have been a participant/ observer of an unprecedented movement in classrooms, communities, corporations, and international councils to better understand the nature of conflict and how to achieve constructive solutions.

WNET's *Peaceful Solutions*, in part, documents best practices in the classroom. It gives educators and students a unique opportunity to critically evaluate for local use outstanding examples of violence prevention curricula. These strategies have been designed to engage young people in building a better future for themselves, in which conflicts will not be eliminated, but creatively used to bring about personal, organizational, and social growth.

To learn how to teach these lessons to young people, teachers, of course, will need to participate in staff development activities such as the ones suggested in this guide. Perhaps more importantly, however, educators and other concerned adults need to broaden and deepen their own knowledge, skills, and constructive conflict resolution practices through in-depth education programs in this emerging field of study. Only enlightened and self-reflective adults can serve as authentic role models and help the next generation make the grade.

Sincerely,

Ellen Raider

Training Director, International Center for Cooperation and Conflict Resolution, Teachers College, Columbia University

peaceful solutions

program 1	Community Service Learning
	Model U.N.
program 2	Bias Awareness
	Media Literacy
program 3	Communication Skill Building
	Academic Controversy
program 4	Changing Habits of Thought
	Mediation
workshops	Program 1
	Program 2
	Program 3
	Program 4

introduction

This teacher's guide has been developed for use with the *Peaceful Solutions* video series. It provides valuable information for educators who want to learn more about how to prevent or reduce youth violence. Through video, print, and on-line components, *Peaceful Solutions* is intended to increase awareness about educational practices that help promote peace. It provides opportunities for discussion, activities, and next steps for involvement with violence reduction programs. One of *Peaceful Solutions'* ultimate goals is to help students develop attitudes and abilities that will have a lifelong value, such as problem-solving, communication, and leadership skills.

Peaceful Solutions consists of four half-hour videos. Each video includes two violence prevention strategies. Program 1 and Program 2 show educational approaches with societal or global perspectives on reducing or preventing violence. The first features community service learning and the Model U.N. program; the second focuses on bias awareness (Facing History and Ourselves) and media literacy. The strategies in Program 3 — communication skill building and academic controversy — and Program 4 — changing habits of thought and mediation — are techniques for reducing interpersonal conflicts. The strategies featured in all these videos are drawn from respected programs used in schools around the country. These segments are intended to be used in professional development workshops with teachers. They may also be shown and discussed with students.

The components of the guide include:

- an **introduction** to the strategy or program described in the segment;
- a **video summary** that provides a brief synopsis of the segment;
- **activities** that help students understand the main points of the program, and encourage independent and cooperative learning;
- **resources**, including organization listings, suggested readings, and web sites; and
- **workshops** that provide teachers and administrators with hands-on activities and suggestions.

Please note: teachers need to learn conflict resolution and other violence prevention skills at their own level before they try to teach them to students. We encourage teachers to get training in the strategies they are interested in to enhance their own skills and knowledge. Training may be available from violence prevention programs themselves, and there are many graduate programs now available throughout the country that offer credits in conflict resolution and other strategies. Please see the resources sections of this guide for contact names and addresses.

BEST COPY AVAILABLE

program 1
segment one

community service learning

As educators and communities have expanded their efforts to teach young people to be responsible and caring, community service learning programs have gained momentum. Service learning programs provide carefully designed work opportunities that help students expand their social perspectives, skills, and knowledge while making positive contributions to their schools and communities. This approach, as its name implies, gives equal weight to service and learning. More structured than volunteerism, service learning incorporates a broad range of learning activities.

video summary

At Putnam High School in Springfield, MA, violence and loss permeated the lives of many students. In their search for ways to counter violence and gangs, staff and administrators turned to community service learning. Today, service learning is an integral part of the program at Putnam.

Through the service learning program, students now work on diverse projects ranging from historic renovations to mentoring second graders. They use their energies to contribute to their community and their school, applying learning from their academic and vocational classes to their experiences in the real world. Students are more committed to school than ever before. They have developed skills in planning, cooperation, and problem-solving that they never dreamed they would have, and their self-esteem has soared. Through service learning, students truly gain by giving.

What is Service Learning?

James and Pamela Toole, of the Compass Institute, define service learning as "a form of experiential education where students use knowledge, skills, critical thinking, and wise judgment to address genuine community needs." The Alliance for Service Learning in Educational Reform (ASLER) characterizes service learning experiences as those that:

- meet community needs
- involve collaboration with school and community
- are integrated into the student's academic curriculum
- provide structured time for students to think, talk, and write about what they did and observed during the service activity
- provide young people with opportunities to use academic skills and knowledge in real-life situations
- extend students' learning beyond the classroom
- foster the development of a sense of caring for others

There are several key elements of successful service learning programs:

participation
Students should be involved in choosing and designing their service experiences.

planning
To ensure success, service projects must be carefully structured.

preparation
Students must obtain the information and develop the skills they need to perform a service.

support
During the project, it is vital that students receive adequate assistance.

reflection
Students need to think about a project after it's done. Evaluation and analysis are essential.

learning
When designing a service learning project, take the opportunity to build in experiences and activities that promote learning in a variety of disciplines and subjects.

BEST COPY AVAILABLE

Activities for Students

Research and report on the programs and clubs currently active in your school that do service projects. Students can then discuss which of these might work in conjunction with a service learning program.

Conduct a brainstorming session to generate ideas, creating as long a list as possible and then choosing several ideas to pursue further. Local newspapers can be a good source of ideas.

Meet with leaders of community and civic groups, charitable organizations, and elementary schools to discuss ways in which students might become involved in service projects.

"When I first came to Putnam as a ninth grader, the students had a lot of fights, people ,a lot, and students didn't really like their teachers much. But now, since community service has come into the picture, the students' have gone up."

— Marcus Bledsoe,
Putnam High School senior

Ideas for Community Service Learning

Working with younger students. Partnerships can be formed with elementary or middle school classes in which high school students tutor, read to, or act as "buddies" for younger students.

Working with peers. Peer helping and counseling projects provide opportunities for people to learn and practice valuable "people" skills while supporting and aiding their fellow students.

Working with senior citizens. Teenagers and the elderly can overcome mutual negative stereotypes and build warm and supportive relationships through service learning projects.

Health-related projects. There are natural tie-ins to science and health curricula inherent in projects such as helping AIDS patients, working on health fairs for both school and the community, and producing pamphlets about health-related issues such as drug education.

Social action projects. Promoting voter registration, raising awareness about environmental issues, addressing poverty and homelessness — such projects connect to young people's interest in and desire for social justice.

resources

Compass Institute
James and Pamela Toole
P.O. Box 8007
St. Paul, MN 55108
(612)787-0409

National Organization for Victim Assistance (NOVA)
1757 Park Rd., NW
Washington, DC 20010
(202)232-6682

National Peer Helper Association
P.O. Box 1862
Kinston, NC 28503-1862
(919)522-3959

suggested reading

Cottom, Carolyn. "A Bold Experiment in Teaching Values." *Educational Leadership*, Volume 53, No. 8, pp. 54-58, May 1996.

Hill, Marie Somers. "Making Students Part of the Safe Schools Solution." *NASSP Bulletin*, Volume 80, No. 579, pp. 24-30, April 1996.

Shumer, Robert and Brad Belbas. "What We Know about Service Learning." *Education and Urban Society*, Volume 28, No. 2, pp. 208-223, February 1996.

Yoder, Denise, et al. "Service Learning: Meeting Student and Community Needs." *Teaching Exceptional Children*, Volume 28, No. 4, pp. 14-18, Summer 1996.

BEST COPY AVAILABLE

program 1
segment two

model U.N.

With global strife as ubiquitous and intractable as ever, it is vital that young people consider the problems of international conflict and develop a conceptual framework and skills for understanding these difficult problems. A simulation developed by the United Nations involves students in playing the roles of U.N. delegates. Acting in these roles, they experience the dynamics of international conflict and negotiation. Participants in the Model U.N. consistently report that the experience is not only enjoyable but also expands their view of the world.

video summary

At the Salk School of Science in New York City, sixth and seventh graders practice conflict resolution skills through a model U.N. program — a simulation of a U.N. Security Council meeting in which country delegates deal with a dispute between Guyana and Venezuela. Students, in their roles as delegates, resolve the conflict through discourse, negotiation, and compromise. In the process, they develop valuable skills and expand their consciousness of global issues.

What Is the Model United Nations?

The Model U.N. program is a simulation designed to help students learn through experience about international conflict and diplomacy. Students participate in a mock meeting of the United Nations General Assembly, assuming the roles of delegates from various countries who must grapple with the issues on the agenda. (The agendas vary; there are a number of different scenarios that can be used.)

Schools structure the Model U.N. program in many different ways. The program can involve one class, one grade, the whole school, or several schools. Some regional Model U.N. programs draw hundreds of students from a large geographic area. The duration can run anywhere from a weekend (with advance preparation) to a number of weeks. The scale and the scope of the program can be tailored to fit the goals and resources of the organizers.

The Model U.N. process consists of three basic steps.

(adapted from the pamphlet "Introduction to the Model U.N." published by the United Nations Association of the United States of America.)

Step 1: Preparation Students learn about the U.N. and how it works, and they research the country they represent and the issues on the agenda. Research is done as a group effort by teams of delegates from the various countries, and it can take considerable time.

Step 2: Participation Students apply the information and knowledge they gained in the research stage as they become diplomats within the actual simulation. Their goals are to address the issues on the agenda and develop a workable resolution that a large number of nations can support. Delegates, in their cooperative teams, make speeches, caucus with delegates of other countries, produce draft resolutions, and work towards reaching an agreement among delegate groups. The process culminates in the adoption by vote of one or more resolutions.

Step 3: Evaluation Participants reflect on what they learned from their experience. They consider:

- What did the session accomplish, from the point of view of the country that you represented?
- How closely did the Model U.N. simulate the real U.N.?
- In what ways do you see world affairs and the U.N. differently than before?
- What impressed you most about the experience?
- What skills did you develop?
- What skills did you identify that you need to work on?
- What questions did the Model U.N. raise that you might want to explore in greater depth?

Activities for Students

If students are interested in starting a Model U.N. program, involve them in the planning and design process. Issues to consider are:

- What information do we need? *(See resources for suggestions on whom to contact and what to read.)*
- What are the roles, functions, and tasks involved in a Model U.N. program?
- What time frame do we want to allow for this? (Weekend, in-class, etc.; students might contact other schools in their areas with model U.N. programs for examples to follow.)
- What grade or grades would be involved?
- Would we want to invite other schools?
- What kind of support will we need from faculty? Will we need support from parents?

To begin to get a sense of what the U.N. is and what it does, students can gather articles and report on TV news stories involving the U.N. for a period of several weeks. You might set aside a brief time every day to review students' findings. Students can create bulletin board displays to showcase their research.

"In a conflict, students might react with a fist out of
And now as the students research
and they see this as countries,
and fists turn into guns and tanks,
and guns and tanks turn into death, then it
takes a new level of importance and they see: '
Maybe we should talk this out
and maybe we should seek a third party
to help us our conflict.'"

Tim Simonds, Teacher

Skills and Knowledge

Through their experience in the Model U.N. program, students gain:

- knowledge about the U.N., specific nations, and the processes of diplomacy
- comprehension of national interests, geography, cultural characteristics and values, and international legal and financial systems
- understanding of current events and history
- research and reading comprehension skills
- public speaking and debating skills
- information analysis, synthesis, and evaluation skills
- critical thinking and problem-solving skills
- negotiation skills
- social skills of cooperation and leadership
- appreciation of the perspectives and concerns of others

resources

The United Nations Association of the United States of America
801 Second Avenue
2nd Fl.
New York, NY 10017
Phone: 212-697-3232
Web site:
http://unausa.peak.org

suggested reading

Day, Arthur R. and Michael W. Doyle. *Escalation and Intervention: Multilateral Security and Its Alternatives*. Boulder, Colo.: Westview Press, 1986.

Muldoon, James P., ed. *A Guide to Delegate Preparation*, 1995-96 edition. New York: United Nations Association of the United States of America, 1995.

Rothman, Jay. *From Confrontation to Cooperation: Resolving Ethnic and Regional Conflicts*. Thousand Oaks, Calif.: Sage Publications, 1992.

BEST COPY AVAILABLE

program 2
segment one

bias awareness

Living peacefully and interacting productively in a diverse world is a central challenge for all people in all nations. Educators who see their mission as developing an informed, compassionate, and moral citizenry can challenge their students to grapple with issues of persecution and understand the meaning of tolerance through bias awareness. In the process, students confront their own values and behavior and their own responses to racism and cruelty. Ultimately, this helps to develop schools as caring communities and to produce young people equipped to live as part of a diverse society.

video summary

At Packer Collegiate Institute in New York City, teacher Erland Zgmuntowicz and his students work with a curriculum called *Facing History and Ourselves*, which focuses on the Holocaust as a jumping-off point to explore issues of racism, prejudice, and discrimination. As students explore this dreadful chapter in the history of the 20th century, they develop their thoughts and reflections through journal writing. They also explore the nature of discrimination and persecution, as well as the meaning of justice and moral behavior, in classroom discussions.

This is strong material and many educators may be reluctant to address such sensitive topics. Yet Zgmuntowicz's students do not shrink from the intensity of this subject matter as they struggle to understand the broader implications of the Holocaust — what it tells us about the human condition and our personal and collective responsibility to each other and society.

What Is Facing History and Ourselves?

Facing History and Ourselves is a national educational and teacher development organization that encourages adolescents and adults to examine profound moral and ethical questions about history and human behavior. The centerpiece of *Facing History and Ourselves*, a curriculum that bears the same name, is an 8- to 10-week unit of study that focuses in detail on the Holocaust and the events leading up to it. The program is designed to help students comprehend that history — even sweeping, cataclysmic events like the Holocaust — develops incrementally, shaped by individual and collective choices and decisions. As students think critically and analytically about history and explore complex questions of human motivation and behavior they inevitably face the question:

What would I have done?

The themes and content of the curriculum are linked to common adolescent concerns such as identity; group membership and loyalty; labeling; relations to authority; following rules or resisting them. Students explore such issues through a series of readings, videos, and films, and through presentations by guest speakers as well. They learn about the importance of bearing witness as they write response journals, hold discussions, design murals, or build models of monuments.

The goals of *Facing History and Ourselves* are to:

- **develop an educational model** that helps students move from thought to judgment to participation as they confront the moral questions inherent in a study of violence, racism, anti-Semitism, and bigotry;
- **reveal the universal connections** of history through a rigorous examination of a particular history; and
- **further a commitment** to adolescents as the moral philosophers of our society and help them build a "civil society" through an understanding that turning neighbor against neighbor leads to violence.

— from the *Facing History and Ourselves* resource book (page xxiii)

Activities for Students

To help students begin to think about prejudice and stereotyping, use brainstorming procedures to develop a list of "-isms." Write the term "-isms" on the chalkboard or a flip chart. Explain that an "-ism" has to do with categorizing someone for the purpose of discriminating against them. Write the term sexism as an example, then point out that there are other kinds of "-isms" — for instance, sneakerism would involve discriminating against someone on the basis of his or her footwear. Encourage students to think of other "-isms." Record students' contributions. When a list has been generated, bring out the idea that all of us have, at one time or another, experienced discrimination. Then discuss how it feels to be put down or discriminated against on the basis of a quality that you possess.

There is never a dearth of news stories involving discrimination and bias. Students can find such stories in newspapers and magazines. Have students bring them in for discussion. They can explore controversial topics like affirmative action using the process of academic controversy *(see pages 12-13 of this guide)*.

A rich body of literature vividly communicates how it feels to be the victim of discrimination. Students can read and report on any of these works. Consult the school or public librarian for help in selecting books to put on reserve. They can also research and report on topics related to social/historical issues including slavery, civil rights, women's rights, gay rights, or the treatment of immigrants.

To what extent does the media perpetuate stereotypes? Students can look at how women, minorities, and others are portrayed on television programs and in the movies. Ask students to keep a notebook handy while watching their favorite shows so that they can record their observations about stereotyping (or lack of it). Students can share their observations in small groups, and the groups can then report to the class. *(This activity relates to* media literacy. *See pages 8-9 of this guide.)*

prejudice the formation of an opinion about a person based on real or imagined characteristics of a group to which that person belongs;
in the negative sense, antipathy towards an individual or a group based on faulty and inflexible generalizations

fundamental attribution error the fallacy of attributing one's own behavior to situational influences, while attributing the behaviors and motivations of others to character flaws or negative intent

resources

Facing History and Ourselves
16 Hurd Road
Brookline, MA 02146-6919
(617)232-1595

Education Development Center, Inc. (EDC)
Center for Violence Prevention and Injury Control
55 Chapel Street
Newton, MA 02158
(617)969-7100

suggested reading

Facing History and Ourselves: Holocaust and Human Behavior Resource Book. Brookline, Mass.: Facing History and Ourselves Foundation, 1994.

Healing the Hate: A Juvenile Hate Crime Prevention Curriculum. Newton, Mass.:Education Development Center, 1994.

Gudykunst, William B. and Young Yun Kim. *Communicating with Strangers: An Approach to Intercultural Communication.* 2nd ed. New York: McGraw-Hill, 1992.

Ponterotto, Joseph G. and Paul B. Pedersen. *Prejudice: a Guide for Counselors and Educators.* Thousand Oaks, Calif.: Sage Publications, 1993.

BEST COPY AVAILABLE

program 2
segment two

media literacy

In August 1993, the Commission on Violence and Youth of the American Psychological Association issued a report confirming the serious effects on young people of repeated, long-term exposure to violence in mass media. To counter these effects, educators and others are working to help young people develop media literacy. The movement for media literacy aims to educate youth about the media and help them become conscious, active, critical viewers. Further, the hope is that these students will become agents for change, pushing the media to change its programming.

video summary

At Lincoln Middle School in Catasaqua, Pennsylvania, Mary Beth Ziegenfuss works with students to develop their critical awareness of the effects of violent programs. Students record how many hours of television they watch in a typical week and what kinds of programs they prefer. They also look at the number of violent incidents on TV and discuss the difference between violence in real life and on TV.

As students engage in classroom discussions, they start to develop an analytical mindset that enables them to deconstruct television messages about violence and that may afford them some protection against daily bombardment by violent images.

What is Media Literacy?

Media literacy consists of a set of information and skills that allow viewers to analyze and "deconstruct" what they see in the media — primarily television but also film and print. The movement for media literacy began in the early 1970s as a part of efforts by grassroots organizations, many spearheaded by concerned parents, that red-flagged violence, racism, and sexism in the media and called for consumer activism to press the media for more socially responsible programming.

Media literacy programs focus on giving viewers the tools to exercise critical judgment of the media, make responsible choices as media consumers, and become advocates for constructive change in the media. Key goals of media literacy are to:

- raise students' awareness of their own habits of media consumption
- lead students to examine the impact of violent images in the media
- empower students to use critical thinking skills to evaluate and judge what they see in the media
- help students examine how courage, action, and heroism are shown in the media and construct their own meanings for these concepts
- heighten students' awareness of their role as media consumers and of the tactics used by television companies and advertisers to manipulate consumers
- introduce students to the concept of media advocacy and help them develop skills to organize for change

Violent Acts
Prime Time
5

11

Activities for Students

Students can make a "viewing habits tally" like the one depicted in the video. Ask students to log their television viewing, by program and by time, for a week. Then compile the data to create a profile of the class's television viewing.

The rating system for movies is a matter of some controversy in the U.S. Students can research different proposals for ratings, then choose the one they believe would be best or design their own. They can then present the rating system of their choice and their rationale to the class. *(This topic could be addressed as an* academic controversy *activity — see pages 12-13 of this guide.)*

Some people assert that the media promote violence against women. Students can view one or more popular television shows or movies, paying particular attention to how female characters are treated and portrayed, taking notes while they watch. They can then get together with others who watched the same programs or movies to discuss their observations and comments. Afterwards, they can present their findings to the whole class.

analysis

reflection

action

Beyond Blame: An Active Learning Model

Beyond Blame, a curriculum from the Center for Media Literacy, follows a four-step model for active learning, based on the work of social activist and educator Paolo Freire:

Step 1: Awareness. Students begin to discover and articulate their own ideas and experiences related to violence in the media.

Step 2: Analysis. Students explore and examine the political, economic, social, and cultural factors that influence media portrayals and representations.

Step 3: Reflection. Students consider how they would like to see the media changed or improved, as well as how they would like to change their own media-related choices and habits.

Step 4: Action. Students formulate ideas for constructive action to change their own media choices and to work for changes in the media.

resources

American Psychological Association
Public Interest Directorate
750 First Street, NE
Washington DC 20002-4242
(202) 336-5500

Center for Media Literacy
4727 Wilshire Boulevard, Ste. 403
Los Angeles, CA 90010
(213) 931-4777
www.medialit.org

The National Academy of Television Arts and Sciences
111 West 57th Street, Ste. 1020
New York, NY 10019
(212) 586-8424

suggested reading

Greenfield, Patricia M. *Mind and Media: The Effects of Television, Video Games, and Computers*. Cambridge, Mass.: Harvard University Press, 1984.

Medved, Michael. *Hollywood vs. America: Popular Culture and the War on Traditional Values*. New York: Harper Collins, 1993.

Singer, Dorothy G. and Jerome L. Singer. *Creating Critical Viewers: A Partnership Between Schools and Television Professionals*. Denver: Pacific Mountain Network, 1994.
(Note: In 1997 an updated version of this 10-chapter workbook and accompanying video will be available through the National Academy of Television Arts and Sciences; see listing above.)

Strasburger, Victor C. *Adolescents and the Media: Medical and Psychological Impact*. Thousand Oaks, Calif.: Sage Publications, 1995.

BEST COPY AVAILABLE

program 3
segment one

communication skill building

video summary

At Roosevelt Middle School in Oceanside, California, trainers from the Resolving Conflict Creatively Program (RCCP) model good communication skills and help students practice these skills through role-playing and other exercises. Students learn to use communication skills in the process of collaborative conflict resolution, to reach win-win solutions that meet the needs of all parties.

Poor communication is a key factor in destructive conflict. Accusatory statements, defensive or inflammatory language, and unwillingness to listen can provoke conflicts and fuel them once they are underway. On the other hand, when there is good communication, conflicts can be resolved peacefully, collaboratively, and without rancor. Like other social skills, communication skills can be taught and learned, and they improve with practice. They are the cornerstone of all training in constructive conflict resolution.

What Are Communication Skills?

Communication skills encompass a variety of strategies and techniques that aid interpersonal interaction. Using good communication skills is not a matter of simply being "nice." Rather, communicating well facilitates information-sharing, perspective-taking, and genuine understanding. When communication flows well, conflict is more likely to be resolved in a collaborative fashion, rather than escalating to destructive levels. Key elements of effective communication are:

Active Listening

Active listeners:

- encourage the speaker with nonverbal cues, such as facial expressions, gestures, and verbalizations.
- check for understanding by asking questions such as "What did you mean . . . " or "Could you tell me more?" They also restate in their own words what the speaker said.
- "reflect back" the speaker's feelings, saying things like "It sounds like you're really upset." Only when feelings are acknowledged will the speaker feel heard and understood.

"I" Messages

"I" messages are a way of saying how you feel without attacking or blaming. "I" messages help to de-escalate conflicts and facilitate constructive dialogue and problem-solving. Here is an example of the difference between a "you" message and an "I" message:

"You" message: "You selfish jerk! You think the TV belongs to you. Well, it's my turn now."

"I" message: "I feel annoyed when you switch the channel without asking. I want to be able to watch my show all the way through." *(For more on "I" messages, see the sidebar.)*

Win-Win Solutions

Win-win resolutions of conflicts are those in which the needs of all parties are satisfied. They stand in contrast to win-lose resolutions, in which a conflict is seen as a zero-sum game where one party's gain is another's loss. To arrive at a win-win resolution requires clear communication and collaborative negotiation.

Activities for Students

With a student volunteer or another adult, first demonstrate poor listening and then good, active listening. For poor listening, look away; fiddle with paper or pencil; interrupt; change the subject; and so on. For good listening, model the skills described on page 10. After each demo, ask students to tell you what they noticed. Help them identify and understand what behaviors are involved in poor listening and good listening. Then give students an opportunity to practice active listening. Have them pair off and take turns talking and listening about a nonthreatening topic such as "Something I Am Proud Of" or "My Favorite Holiday and Why I Love It." Give each person about three or four minutes to speak. When both members of each pair have had a chance to speak, ask students how it felt to listen and be listened to.

Students can practice constructing "I" messages in response to these situations. For further practice, have them think of other situations and then respond with "I" messages.

- Carla saw Heather with her arm around Carla's boyfriend Greg. What could Carla say to Heather, using an "I" message? To Greg?
- Will wants to copy Mike's homework. Mike wants to say no, even though he let Will copy his work once before. What can Mike say to Will, using an "I" message?

Role-playing allows students to "try on" and practice skills. Ask students to work in groups of three or four to develop a role-play situation involving a conflict. They or other students can then role-play a constructive interaction between the characters.

Ideas for role-play themes:

- boyfriend-girlfriend issues: e.g., jealousy
- property issues: e.g., property borrowed without asking first
- turf issues: e.g., sharing a room or a locker
- friendship issues: e.g., gossip and rumors
- parent-child issues: e.g., disapproval of the child's friends

An "I" Message Has Three Basic Parts:

- **"I feel . . ."**
Tell how you feel. Follow "I feel" with a feeling word: "I feel disappointed."
- **"when you . . ."**
Tell what caused the feeling: "I feel disappointed when you cancel our plans at the last minute."
- **"I want . . ."**
Tell what you want to happen: "I feel disappointed when you cancel our plans at the last minute. I want you to let me know earlier if you can't make it."

"I" messages can include a fourth part, a **"because"** section: "I feel disappointed when you cancel our plans at the last minute because then I'm left on my own, and it's too late to plan something else. I want you to let me know earlier if you can't make it." *Caution:* It's easy to add blame to the "because" statement; e.g., "I feel disappointed when you cancel our plans at the last minute, because that's a really rotten thing to do."

resources

Creative Response to Conflict (CRC)
521 North Broadway, Box 271
Nyack, NY 10960
(914) 353-1796

Educators for Social Responsibility (ESR)
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

International Center for Cooperation and Conflict Resolution (ICCCR)
525 West 120th Street
Box 53
Teachers College, Columbia University
New York, NY 10027
(212) 678-3289

Resolving Conflict Creatively Program (RCCP)
National Center
127 East 22nd Street
New York, NY 10003
(212) 387-0225

suggested reading

Kreidler, William. *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide*. Dubuque, Iowa: Kendall-Hunt Publishing, 1996.

Sadalla, Gail, Manti Henriquez, and Meg Holmberg. *Conflict Resolution: A Secondary School Curriculum*. San Francisco: The Community Board Program, 1987.

Collaborative Negotiation

When people negotiate their conflicts collaboratively, they use these four main steps:

1. Pick a good time and place to talk. This can mean waiting until tempers have cooled, or choosing neutral turf on which to talk.

2. Talk it out. Each party states his or her position and talks about his or her needs, using active listening to try to learn how the other party sees the situation. The parties reframe the conflict as a problem to be solved, one that incorporates both party's needs.

3. Brainstorm for solutions. Together, the parties come up with as many ideas as they can for resolving the conflict.

4. Choose a solution. The parties choose a solution that meets their needs and to which they can both agree. They test it out. If it doesn't work, they try another solution.

BEST COPY AVAILABLE

program 3
segment two

academic controversy

Of the many forms conflict can take, one of the most common is disagreement about issues or ideas. Handled constructively, such differences can be productive, yet all too often, people approach their disagreements destructively. In schools, as in the larger society, students and teachers often have difficulty knowing how to handle differences of opinion. Academic controversy is a process designed to help students understand opposing viewpoints in a context that is collaborative rather than competitive. It turns differences of opinion into vehicles for students' growth and learning.

video summary

At the Bayard Rustin High School for the Humanities in New York City, Peter Mason's students develop conflict resolution and critical thinking skills through the process of academic controversy. The issue is wolves — whether timber wolves in Minnesota, the last remaining viable herd in the U.S., are to be "controlled" as destructive predators or protected as a valuable species.

Although rural Minnesota is far removed from the Big Apple, students in Mason's class have no trouble engaging the passions of this controversial issue. They work in groups of four: two students in each group represent ecology groups that want to protect the wolves, and two represent farmer and rancher organizations that want to control them. Then the pairs switch sides. Ultimately, the group's task is to develop a plan for the future of the timber wolf in Minnesota on which both sides can agree.

What Is Academic Controversy?

Academic controversy is a rigorous, formal process in which students engage in and work through intellectual conflicts. David and Roger Johnson, the founders and guiding lights of the cooperative learning movement, developed academic controversy because they observed that students and teachers alike find it difficult to deal with divergent views and opinions. Academic controversy establishes norms and a common "script" for resolving intellectual differences.

In academic controversy, students work in groups of four to address a particular issue *(see sidebar)*. Within these foursomes, students divide into pairs. Each pair is assigned one of two opposing points of view on the issue. They then follow the steps outlined below to air their differences and, finally, synthesize their arguments to arrive at a consensus.

Steps in Academic Controversy

Students:

1. Create the best case for their positions. Students thoroughly research the issue, then organize and frame logical, compelling, well-reasoned arguments.

2. Present the best case for their positions. Students present their arguments persuasively. While each side presents, the other listens, analyzing the strengths and weaknesses of the arguments.

3. Engage in open discussion. At this point, students on both sides continue to advocate for their positions while attempting to refute the evidence and the reasoning of the other side.

4. Reverse perspectives. Pairs switch sides, adopting the point of view they earlier tried to refute. The job of each pair is now to present the best case for what was previously the opposing position. In turn, they listen as the other side presents the best case for what used to be its position.

5. Synthesize. Opposing pairs join together to select the best reasoning from both positions and meld them into a new position to which all can agree. The entire group then writes a joint report explaining the synthesis, including a thesis statement, a rationale, and a conclusion.

resources

International Center for Cooperation and Conflict Resolution (ICCCR)
525 West 120th Street
Box 53
Teachers College
Columbia University
New York, NY 10027
(212)678-3259

suggested reading

Johnson, David W. and Roger T. Johnson. *Creative Controversy: Intellectual Challenge in the Classroom*. Edina, Minn.: Interaction Book Company, 1985.

BEST COPY AVAILABLE

Activities for Students

Active listening is a key element of perspective-taking, and it is an important part of the process of academic controversy. To prepare students for academic controversy, you might want to use the paired listening activity on page 11 of this guide.

Students can get started with academic controversy by working first on an issue that requires no research — for instance, an issue involving the school, such as scheduling, or a community issue with which students may already be familiar. Take students through the process step by step. (As in the video, students probably will require extra support when it is time to switch points of view and "own" the other side's position.) Students can gradually work up to more complicated topics requiring considerable research. (Some possible topics are listed in the sidebar.) If students are amenable, you might audiotape or videotape portions of their presentations for them to critique and learn from later.

Issues that can be addressed through academic controversy abound in every curriculum area. A few examples:

- Should tobacco companies be held liable for tobacco-related deaths of longtime smokers? (science, health, social studies)
- Was Ronald Reagan a great president or a disastrous leader? (history, social studies)
- Does Liszt or Brahms more closely embody the Romantic spirit in music? (music)
- Was Juliet's father justified in insisting that she marry Paris? (literature)

academic controversy and debate: key differences

Debate is competitive. . .
The two sides work against each other.

Academic controversy is . . .
Both sides must work together to arrive at a resolution on which they can agree.

Sides in a debate are negatively interdependent. . .
If one side wins, the other loses.

Sides in academic controversy are . . . interdependent.
Both sides sink or swim together.
The performance of all determines their success.

Rules for Academic Controversy

(from *Creative Controversy* by David and Roger Johnson, page 1:33)

1. I am critical of ideas, not people. I challenge and refute the ideas of the opposing pair, but I do not indicate that I personally reject them.

2. I remember that we are all in this together, sink or swim. I focus on coming to the best decision possible, not on winning.

3. I encourage everyone to participate and to master all the relevant information.

4. I listen to everyone's ideas, even if I don't agree.

5. I restate what someone has said if it is not clear.

6. I first bring out all ideas and facts supporting both sides, and then I try to put them together in a way that makes sense.

7. I try to understand both sides of the issue.

8. I change my mind when evidence clearly indicates that I should do so.

BEST COPY AVAILABLE

program 4
segment one

changing habits of thought

Students who experience violence often behave and react with aggression, seeing no other way to retain their standing in their community and provide themselves with safety. Their mindset affords them few options, and they act accordingly. The "habits of thought" model of violence prevention intends to help young people develop new options for how they respond to conflicts. When young people change their patterns of thought and recognize that they can choose how they respond to conflict or threats of violence, they are on the way to exercising control in situations where they previously may have felt helpless.

video summary

At Sproul Junior High School in Colorado Springs, CO, Ann Junk and her students work with a program called *Aggressors, Victims, and Bystanders*, based on the research of Dr. Ronald Slaby and developed by Education Development Center to help students change negative "habits of thought." Students engage in a variety of activities to explore their beliefs about conflict. They examine the roles of aggressors, victims, and bystanders, and learn new skills and concepts that will expand their options and help them deal positively with conflict.

The students create scenarios that present conflict situations with a potential for violence, then act out the scenarios showing two different kinds of responses: those that escalate the conflict and those that de-escalate it. Students work in small groups to discuss and analyze the beliefs that underlie their thoughts and actions when dealing with conflict, and they learn a model of handling conflict called "Think First." Through these and other activities, the students learn to think analytically and critically about their own beliefs and behaviors as they question and reframe some of their basic assumptions.

What Are "Habits of Thought"?

The *Aggressors, Victims, and Bystanders* resource guide (page 53) defines habits of thought as

- **how** one thinks, as indicated by one's skills in solving social problems
- **what** one thinks, as indicated by one's beliefs supporting the use of violence
- one's **style** of thinking in conflict situations, a hot-headed style of making impulsive, incomplete, and erroneous responses or a cool-headed style of making reflective, thorough, and accurate responses

The *Aggressors, Victims, and Bystanders* program addresses students' habits of thought through a 12-lesson curriculum in which students look at conflicts in their lives, examine their beliefs about conflict and violence, and work with a process called "Think First" to develop new skills and strategies for handling conflict in all three conflict roles — aggressor, victim, and bystander. The Think First process has four steps:

Step 1: Keep Cool. Replace hot-headed thoughts and actions with cool-headed ones.

Step 2: Size Up the Situation. Be aware of "baggage" you bring to the situation and make sure you get all the facts, rather than jumping to conclusions.

Step 3: Think It Through. Look at your goals, your options, and the likely consequences of the actions you might choose.

Step 4: Do the Right Thing. Choose your best option and act on it. Then use what you learned and apply it to future conflicts.

BEST COPY AVAILABLE

Activities for Students

Students can try to change a personal habit of their choice, such as nail-biting, excessive phone time, procrastinating, and the like. They can work with partners or small groups to identify a habit, set a goal for change, develop an action plan, and follow through. (Be sure to help students choose goals that are specific, realistic, and attainable. To "give up sweets" is a vague and difficult goal; to "limit myself to one treat each day" is clear and within reach.) Students will need several weeks to work on changing their habits. At the end of that time, discuss the process. Help students see the connection between habits of thought and other kinds of habits.

Show students scenes from television shows, television news, or movies that portray conflict or confrontation involving victims, aggressors, and bystanders. Discuss and analyze the interactions that are shown. Ask students to consider: Who is the victim(s)? The aggressor(s)? The bystander(s)? What actions do they take and what are the consequences of their actions? What might have been the thoughts or beliefs underlying the characters' actions? Did they have any other choices, and if so, what else could they have done?

With your students, carry out the activity shown in the video using belief cards. Make index cards with the following statements. *(The statements are taken from the Aggressors, Victims, and Bystanders curriculum published by EDC. See suggested reading.)*

- Watching a fight and doing nothing is supporting the fight.
- If someone disrespects me, I have to fight him or her.
- If I refuse to fight, then others will think I'm a coward.
- People are basically mean.

Distribute the cards to students, as shown in the video. As they consider one statement at a time, invite discussion. Help students understand that we all operate on our beliefs about how the world works and how people interact, and that when we make our beliefs explicit, then we can examine them, question them, and perhaps develop new ways of thinking and operating.

Teach students the "Think First" process for handling conflict *(see opposite page)*. Then ask them to work in pairs or groups to develop role-plays or skits in which someone uses the Think First strategy. Groups or pairs can act out their role-plays or skits for the class.

resources

Education Development Center, Inc. (EDC)
55 Chapel Street
Newton, MA 02158
1-800-225-4276 or
(617)969-7100, ext. 2215

suggested reading

Prothrow-Stith, Deborah and William Kreidler. *Violence Prevention Curriculum for Adolescents*. Newton, Mass.: Education Development Center, 1987.

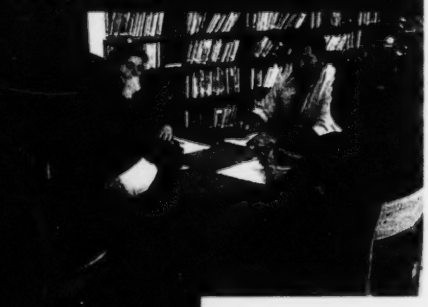
Slaby, Ronald G., Renee Wilson-Brewer, and Kimberly Dash. *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Newton, Mass.: Education Development Center, 1995.

BEST COPY AVAILABLE

program 4
segment two

mediation

For growing numbers of students and teachers, peer mediation programs are part of the fabric of school life. There are compelling reasons for their popularity. Student mediators and participants gain a greater sense of empowerment and responsibility while building important skills such as communication, critical thinking, and problem-solving. Administrators in schools with peer mediation programs report reduced disciplinary actions and improved school climate. Research shows that resolutions reached through mediation are more satisfactory, and more likely to hold up over time, than resolutions imposed through formal disciplinary processes.



video summary

Putnam High School in Springfield, MA, has a well-established peer mediation program. In this video, students and teachers recreate a student–student mediation and a teacher–student mediation to show how the process works. First, two student mediators, Shawna and Gemmalee, help Damian and Nina resolve a problem in which Damian perceives that Nina is spreading rumors about him. Next student mediator Torres and faculty mediator Sonia Kjergaard help a student, Courtney, and a teacher, Mr. Gaylock work through an issue concerning Courtney's poor performance in class. Several staff members and mediation coordinator Denise Messina talk about how a mediation program operates and why the program at Putnam is so successful.

What is Mediation?

Mediation is a process of working out disputes with the aid of an impartial third party — a mediator. In school, students do not mediate alone, but work with a co-mediator.

Mediators are not judges or arbitrators; they do not make judgments based on evidence, and they don't hand down decisions by which the parties must abide. Rather, they act as facilitators, guiding the disputants through a communication and problem-solving process to arrive at an agreement that is acceptable to both parties.

To be an effective mediator requires knowledge of the process, excellent communication skills (especially active listening), and an ability to put judgment aside and forego prescription. Student mediators usually experience personal growth and develop valuable social skills. The entire school community benefits as mediators model the skills of collaborate conflict resolution, and students learn that conflicts can be resolved constructively.

The mediation process is structured as a series of stages:

Stage 1: Introduction and Ground Rules

Mediators introduce themselves, explain the mediation process, and request that the disputants agree to some basic ground rules. These generally include some form of the following:

- allowing the other person to speak without interrupting
- treating each other with respect, refraining from name-calling and insults
- trying as hard as you can to resolve the problem between you

Stage 2: Exploring the Issues

Each party tells his or her story without interruption. With each in turn, the mediators listen, paraphrase, and summarize. The mediators then facilitate talking between the parties to allow them to explore the issues, identify needs, and recognize each other's point of view. They help the parties to reframe the issues as mutual problems to be solved, and to find common ground on which they can build toward a solution, e.g., they both want to remain friends.

Activities for Students

Show students the first part of the video, through the mediation of the dispute between Damian and Nina. Ask:

a. Damian and Nina were very angry with each other and got into a fight in the hallway. If mediation had not been available, what might have happened?

b. Three ground rules for mediation are: no interrupting, no name-calling, and no violence. Why do you think these rules are necessary?

c. Several times, the mediators ask how Damian or Nina are feeling. Why is it useful for the disputants to talk about feelings?

d. What do you think about Damian and Nina's agreement? Who makes the decision as to whether the agreement is a good one?

Students can invite community mediators to come and speak to students about their work.

Students can work in groups to research and report on one of these four processes for conflict resolution: mediation, arbitration, negotiation, and litigation. Each group could also develop a brief role-play (2 to 3 minutes) to illustrate the process they report on. These role-plays will demonstrate the key differences between these processes.

Stage 3: Generating Possible Solutions
Mediators ask parties to think of as many ideas as they can for solving the problem. (For multiple problems or issues, mediators might help parties prioritize the issues and then take the issues one by one.) If participants offer no ideas, mediators can make suggestions, using neutral, noncoercive language. ("What would you think of . . ." or "Could it work for you if . . .")

Stage 4: Choosing solutions
Parties pick the solutions to which they can both agree. Mediators check to make sure that both parties are satisfied with the solutions and that all issues the parties need to address have been included.

Stage 5: Writing the agreement
The mediators write the agreement, listing everything that the parties have agreed to do. The language is behavioral and specific, e.g., "David will take Mike's jacket to the cleaners on Friday." Items on the list are balanced so that both parties contribute to the solution. The parties and the mediators sign the agreement; each disputant gets a copy, and a copy is filed.

Mediation does not replace established discipline procedures and policies.

If mediation is not successful or does not hold up, then **discipline** takes over.

Moreover, some cases are not appropriate for referral to mediation. **Disputes** involving weapons, drugs, or heavy violence are not ordinarily dealt with through mediation.

resources

Conflict Resolution Education Network at the National Institute for Dispute Resolution
1726 M Street, NW
Ste. 500
Washington, DC 20036
(202)466-4764

Creative Response to Conflict (CRC)
521 North Broadway
Box 271
Nyack, NY 10960
(914)353-1796

Educators for Social Responsibility (ESR)
23 Garden Street
Cambridge, MA 02138
(617)492-1764

School Mediation Associates
Richard Cohen, Director
134 Standish Road
Watertown, MA 02172
(617)876-6074

web sites

Conflictnet at
http://www.igc.org/igc/issues/cr/igc.html

Peacejam at
http://www.peacejam.org

suggested reading

Cohen, Richard. *Students Resolving Conflict: Peer Mediation in Schools*. Reading, Mass.: GoodYear Books, 1995.

Fisher, Roger, and William L. Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Viking Penguin, 1991.

BEST COPY AVAILABLE

workshops

The following are workshop plans for *Peaceful Solutions*. The information on each strategy in this guide *(pages 2-17)* can be photocopied and handed out to workshop participants. We recommend that you show each video once and then replay it, pausing when desired, for discussion. You may also choose to show a video in its entirety, or only in segments.

Some workshop participants may be interested in developing action plans for researching and implementing one of these strategies. (The organizations and suggested readings listed in this guide may be useful.) Before the workshop ends, these participants should plan how to share the information and materials they obtain with other staff members.

program 1

segment one

(approximately 16 minutes)

community service learning

Before the Video

Introduce the Topic

Ask participants to remember a time they helped someone — an organized activity such as working in a soup kitchen, or an informal act, like shopping for a sick neighbor. What did they learn from their experiences? Have participants form groups of three or four to discuss this. Afterwards, ask someone from each group to summarize what was said.

Explain that this video features a formal, structured program called community service learning.

After the Video

Discuss:

- how service learning differs from volunteerism;
- the importance of connecting service learning projects to the curriculum;
- students' roles in identifying and designing service learning projects; balancing student initiative and autonomy with adult facilitation and guidance;
- the benefits for both high school and elementary school students of the cross-age mentoring program; and
- the value of service learning programs for vocational and college-bound students.

Try It Out

Ask participants to work in groups of four or five to brainstorm ideas for service learning projects. Say that they are not to elaborate any ideas; have them generate as many as possible. Provide chart paper and markers, and ask each group to appoint a recorder. Allow five to ten minutes for brainstorming. When time is up, ask groups to share their lists.

Next, tell each group to choose one idea that they all feel interested in, and then to outline an interdisciplinary unit built around it.

Allow five minutes for groups to choose a project, checking to make sure that each group's choice is one that all members can agree on. Allow 15 to 20 minutes for unit design. When you call time, reassure participants that it is OK if they have not finished. Ask each group to report on their plan. Finally, ascertain if there is sufficient momentum among the participants to pursue the plans beyond the workshop. If so, discuss how they might proceed, including ways that students could be brought into the process.

Take It Further

Participants can research opportunities for service in their community, with the goal of developing a database of contacts — agencies, organizations, individuals — that can be the foundation for a community-service learning program.

BEST COPY AVAILABLE

model U.N.

program 1
segment two
(approximately 13 minutes)

Before the Video

Introduce the Topic
Choose and display a headline from a news story having to do with international conflict. Ask participants: What does this event have to do with your students? Take responses from individuals and record them on a flip chart, or ask participants to discuss the question in small groups, record their responses, and then report out to the whole group.

Briefly discuss participants' responses, pointing out common themes and issues. Then explain that the video features the Model U.N. program, which is designed to involve students in thinking about conflict on an international level.

After the Video

Discuss:

- the potential benefits for students of the Model U.N. program;
- how the Model U.N. program can enhance multicultural studies and awareness; and
- the language and public speaking aspects of the formal speechmaking part of the program.

Questions
1. Are there multicultural issues at your school that might be addressed through the vehicle of the Model U.N.?

2. How can understanding more about international strife help students think about and change the way they personally interact with others? What might a teacher do to help students connect international events with their own lives?

3 How is the face-to-face talk of the students during caucusing different from the rhetoric of the formal speech-making stage? What is the value for students of experiencing both forms of communication?

4. The process of reaching a resolution involves two processes: consensus, in which some delegates agree among themselves on a resolution mutually agreeable to all; and voting, in which the entire body makes a choice with which some agree and some disagree. What is the value for students of experiencing both processes?

Try It Out
Going International

This activity will provide experience in debate and reaching consensus. Ask participants to join in small groups of four or five and give each group one of the following tasks. (The same task may be used by several groups.) Explain that they will fulfill their task by coming to a consensus — i.e., each person in the group will support the group's final answer. This is similar to many diplomatic situations, in which arriving at a mutually agreeable resolution to a problem is paramount.

Tasks:
For each of these questions, come up with as many reasons (or for #3, differences) as you can. Then choose the three most important ones.

1. Why should a large country like the U.S. care about what happens between relatively small nations like Guyana and Venezuela?

2. Why should representatives of democratic governments that respect basic human rights engage in dialogue with representatives of totalitarian governments that violate basic human rights?

3. How is multiculturalism different from cultural relativism?

program 2

segment one

(approximately 14 minutes)

bias awareness

Before the Video

Introduce the Topic

Have workshop participants do the "-isms" activity from page 7 of this guide. Then explain that the video features a program that helps students confront bias through an in-depth study of the Holocaust.

After the Video

Discuss:

- the potential benefits of *Facing History and Ourselves*;
- how studying the Holocaust could help students understand prejudice;
- students' ideas about whether or not what happened in Germany could happen here;
- how the teacher in the video facilitated students' discussion; and
- the students' demeanor during their teacher's reading of the letter and their comments afterwards.

Try It Out

Facing History and Ourselves does not translate easily into brief workshop activities. However, these activities relate to the program's themes.

1. Looking at Groups

Prepare a large, simple drawing of a 12-petaled daisy on an 8 1/2-x-11 inch sheet of paper. Make a dot on the petal that would be at one o'clock on a clock face. Above the daisy write "Groups." Photocopy and distribute a copy to each participant.

Direct participants to write the name of groups of which they are a member on each petal. They should start on the dotted one, working quickly in a clockwise direction. (Do not give examples; these might be leading.) Allow four to five minutes. Then ask them to form groups of four and discuss their lists for five to eight minutes. Groups can then report to the larger group. How were the lists similar? Different? What were the first groups people thought of? Were there differences by gender or by ethnicity?

2. In Common

Ask participants to join with partners. Give the pairs three minutes to list things they have in common. Then ask that each pair join with another and find the items on both lists that all four share in common. Then have each foursome join another foursome, and so on, until the entire group has developed a list of things that everyone has in common. How hard or easy was this? Were there any surprises? How did people react when one person in a group was different, and therefore kept an item off the list?

Take It Further

Ask participants to get into groups of four or five and list the strategies their schools use to combat racism and discrimination. Allow about five minutes. Then ask them to brainstorm ideas for new approaches, listing them on chart paper. Allow five to ten minutes for this. Then ask groups to post their lists and report to the entire group. Afterwards, either continue to work as a group or regroup in a way that makes sense for your participants (e.g., by grade level or discipline). Discuss the bias-reduction ideas and determine if there are any that someone would like to try. If possible, develop an action plan for implementing the new strategies.

media literacy

program 2
segment two
(approximately 15 minutes)

Before the Video

Introduce the Topic

Try this "vote with your feet" exercise. On one wall, place a large sign that says "agree." On the opposite wall, post another that says "disagree." Tell participants that for each statement you read, they should move to a spot that indicates their opinion — i.e., by agree, by disagree, or somewhere in between. This will provide a visual "sense of the group."

Here are four suggested statements (you may think of others). Read one at a time. Move quickly. Allow time for everyone to look over the distribution of the group, but hold further discussion until after the video.

1. Kids enjoy violence on television and in the movies.

2. Television and movie violence desensitizes viewers to real-life violence.

3. Television and movie violence has serious effects on young people.

4. Limits should be placed on violence shown on television and in movies.

Explain that the video features a program designed to help students become aware of their viewing habits and think critically about media violence. Ask participants to consider the statements they just responded to as they watch the video.

After the Video

Discuss:

- the above statements now that they've seen the video;
- the amount of time young people spend watching television and its effects on them;
- the activity in which students logged and averaged weekly viewing time;
- documented effects of media violence: 1) aggressiveness and anti-social behavior; 2) fear of becoming a victim; 3) desensitization to violence and its victims; and 4) increased appetite for violence; and
- ratings for movies and television.

Questions

1. What do you think students learn about our culture from the violent stories in the media?

2. Do you view violent programs differently depending on whether the source is "art" or "trash"? How do you judge the difference?

3. Many students in the video say that they like violence on television and in the movies. How, if at all, do you relate these responses to their developmental stage?

4. As the students in the video watch the clip from *The Drop Zone*, how do they appear to be affected by what they see? Is there a difference between their affective response and what they say about the clip?

Try It Out

1. Evaluate It

Show workshop participants one or more clips from movies that contain scenes of graphic violence. (Possible choices are *Robocop, Pulp Fiction, Die Hard.*) Discuss their possible effects on viewers.

2. No-TV Week

A number of schools have successfully run sessions in which students and their families pledge to watch no television for a week. Students then discuss and evaluate the experience. Interested participants might want to set up such an event for their students.

Take It Further

Brainstorm activities that could help students acquire media literacy — the ability to view the media analytically and critically.

program 3
segment one
(approximately 15 minutes)

communication skill building

Before the Video

Introduce the Topic

Write on the chalkboard or chart paper these words: good communication. Ask participants to think of someone with whom they communicate well, or a time when communication was particularly good, and consider: What are the characteristics of good communication? Ask for responses and record them. Take only a few minutes.

Then ask participants to think of someone with whom they communicate poorly, or a time when communication went badly, and consider: What are the characteristics of poor communication? Again, quickly record the group's responses.

"Listening" probably will figure on both lists. If not listed, be sure to bring it up yourself and write it down. Ask participants to briefly compare and discuss the two lists. Then explain that the video shows a program designed to build students' communication skills.

After the Video

Discuss:

- the potential benefits of the RCCP program;
- the role play between Linda Lantieri as math teacher and Norman as a student;
- "I" messages: how they differ from "you" messages, why they facilitate constructive conflict resolution; and
- "win-win" solutions: what they are, who decides whether a proposed solution is win-win.

Using a Fishbowl Format for Role Plays

In a fishbowl format, observers sit in a semicircle or a "U" shape while role players act out the scene in the middle. Time-out is called at different points to ask participants to describe their feelings and explain their choices of words and actions. Actors can also rotate in and out of the role play. For instance, after you call a time-out you could ask that someone new take on a particular role. As you go processing and role rotation keep participants engaged and can be very helpful in defining the issues in the scenarios and exposing the rationale behind players' actions. The challenge is to keep the role play moving by structuring breaks in the action that are productive yet not too long.

Questions

1. Linda Lantieri says: "Very often conflict arises out of miscommunication and really not understanding and hearing what the other says." Comment.

2. Principal Larrie Hall says that diversity among students was one factor that prompted him to focus on communication skills. How does diversity affect conflict and communication?

3. It is often said that good listeners listen not just for facts, but for feelings. What does this mean?

4. Janet Patti says that "role playing is like a dress rehearsal for real life." Comment on the value of role playing in teaching and learning social skills.

Try It Out

These are adaptations of activities suggested for students. *(See page 11 of this guide.)*

1. Listening Demo Followed by Pair Shares

Ask for a volunteer to demonstrate poor listening while you speak. Ask the group what they observed and list responses. Next, ask the same person to demonstrate good listening. Again, ask participants what they noticed; list responses. Add anything important that they miss.

Finally, give participants an opportunity to practice active listening in pairs, around non-threatening topics such as "Something I Am Proud Of" or "My Favorite Holiday and Why I Love It." (You may wish to note and discuss cultural differences in nonverbal behaviors such as eye distance and comfortable talking distance.)

2. "I" Message Practice

Suggested Scenarios:

- another teacher always uses your parking space on rainy days;
- a teacher on your team tends to quickly dismiss others' ideas;
- your principal expresses displeasure about the noise in your classroom; and
- a student consistently comes to class late.

academic controversy

program 3
segment two
(approximately 14 minutes)

Before the Video

Introduce the Topic

Point out that arguments are more acceptable in some milieus than in others. One example is the Grammy Hall dinner scene from Woody Allen's *Annie Hall*; you might show this clip as a lighthearted lead-in to this topic.

For an opening activity, ask participants to form groups of four and then briefly discuss how disagreements were handled in their family of origin. Allow only a few minutes, calling time halfway through so everyone will get a chance to speak.

Ask for a volunteer from each group to summarize what the group found. Point out that many of us grew up feeling uncomfortable with disagreements because controversy is frequently associated with quarreling, and because of the feeling that in any argument, someone is bound to lose.

Explain that the video presents academic controversy, a process for exploring controversial issues that is collaborative rather than competitive, and one that leads to consensus. Note that the video shows the process from start to finish, in abbreviated form.

After the Video

Discuss:

- the benefits of academic controversy as compared to traditional debate;
- the facilitation style and techniques of the teacher;
- the students' preparation and the persuasiveness of their original positions;
- the tone and quality of students' cross-conversations;
- their presentations when they switch positions — differences from their first positions and their cross-conversations; and
- the process of reaching consensus, as observed in the video.

Try It Out

Participants can engage in an academic controversy. Put them into groups of four. (If you have an odd number, make a group of five). Ask them to pair up on either side of a controversial issue for which no research will be necessary, because the arguments are well known.

Possible issues are:

- administrative issues (e.g., block scheduling vs. traditional scheduling);
- curricular issues (e.g., multicultural focus vs. "Western culture" approach);
- rules or policies (e.g., summer assignments vs. no summer work);
- local political issues (e.g., development vs. open space preservation); and
- larger political issues (e.g., affirmative action vs. abolishing it).

Allow 40 to 60 minutes for the process. Stop groups when needed to offer general guidance or to elicit discussion. When the academic controversy has been completed, ask that groups choose a spokesperson to summarize their experience for all participants.

Take It Further

1. Participants can brainstorm on issues relating to academic controversy that tie in with their curriculum. Suggest that they explore possibilities for interdisciplinary work with academic controversy as a focus.

2. Participants could choose a topic for academic controversy and plan a unit around it. *Creative Controversy* by David and Roger Johnson can guide them through the process.

program 4
segment one
(approximately 14 minutes)

changing habits of thought

Before the Video

Belief Cards
Do a brief version of the "belief cards" exercise shown in the video. Ask participants to form groups of four and give each group a set of two cards with the text below. Go through the cards one at a time, allowing several minutes for the groups to discuss each card. Then invite a spokesperson from each group to summarize what the group came up with. Discuss how underlying beliefs affect expectations and our behavior.

Belief Card Text:
Belief Card 1: Watching a fight and doing nothing is supporting the fight.

Belief Card 2: People are basically mean.

(Belief Card text is from the manual for the Victims, Aggressors, and Bystanders *program. See suggested reading, page 15.)*

Explain that the video features a program that focuses on our underlying beliefs, or habits of thought, and explores the roles of aggressor, victim and bystander in conflict situations.

After the Video

Discuss:

- the role of bystanders in escalating or de-escalating conflict;
- "hostile beliefs" and how they feed conflict and violence;
- the "Think First" process; and
- the "hot head" and "cool head" concept.

Questions
1. ". . . for some students the issue of respect is paramount. Without it, they believe that they do not have power and are, therefore, not safe. Ironically, students who believe that respect is everything may go to great lengths, even risking their own safety, to get it."
— *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence* (page 52)

Comment on this quotation.

2. Ann Junk says a classroom can form a team that is thinking the same way, and that "if that team . . .can go out into the community and respond to situations in a different way than violently, that is going to help our situation in the world." Comment. What underlying beliefs does this statement reflect?

Try It Out
The "Think First" Process
Participants can practice the four-step "Think First" process. Use the following role-plays or make up your own. You may want to try the fishbowl format described in the sidebar on page 22.

Role-Plays
1. A parent walks into a teacher's classroom during the teacher's prep period without an appointment. This parent begins complaining, in a loud and hostile manner, about the midterm report the teacher sent home. Enact the scene, with the teacher using the Think First process.

2. Four colleagues (A, B, C, and D) are planning an interdisciplinary unit on the Middle Ages. Every idea that B suggests, D shoots down. B is getting more and more frustrated. Enact the scene, with all participants trying to use the Think First process.

3. A teacher has longstanding problems with a student. There had been some improvement, but today the student is way out of line, chatting, laughing, walking around, and disrupting the teacher's lesson, which is very important to the unit the class is beginning. Enact the scene, with the teacher using the Think First process.

mediation

program 4
segment two
(approximately 15 minutes)

Before the Video

Introduce the Topic

Write these terms on the chalkboard or chart paper:

- negotiation
- mediation
- arbitration
- litigation/adjudication

Explain that they relate to dispute resolution, and ask participants to define each term. If necessary, help them clarify the definitions. (See definitions below.) Be sure they understand that in mediation, the power and responsibility for resolving the dispute lie not with the mediator, but with the disputants.

Definitions

- **negotiation:** the parties use face-to-face communication and problem-solving to resolve their dispute.
- **mediation:** the parties work towards resolution with the help of an impartial third party, a mediator.
- **arbitration:** an impartial third party, an arbitrator, hears all sides and then decides what the resolution will be.
- **litigation** and **adjudication:** adversarial processes whereby a judge and/or jury hears all sides of a case and makes a decision on the basis of law.

After the Video

Discuss:

- the benefits of mediation compared to traditional disciplinary measures;
- the two mediations in the video: student-student and student-teacher; and
- the kinds of issues that frequently cause disputes between students.

Questions

1. Why is mediator impartiality critical to the mediation process? What are some things that would make it difficult to maintain impartiality? What might help mediators maintain impartiality?

2. Under what circumstances would mediation not be an appropriate way to resolve a dispute?

3. Mediators should include "problem" students who exhibit leadership qualities. What would be the benefits of such students' being peer mediators?

4. Do you think the teacher in the mediation has lost or gained power or authority? Explain.

Try It Out

The Mediation Process

Participants will not be able to learn mediation by watching this or any other video. Mediation must be learned through rigorous training and refined over time.This said, if you feel sufficiently grounded in the process, you may let participants role-play some mediation scenarios, providing you make it clear that the only way for them to gain sufficient competency to mediate and teach students mediation is through training.

Role-plays should have two disputants and two mediators. Use the role-plays on page 24 of this guide as the basis for mediation scenarios, or have participants make up their own. If they are willing, you might work on an actual conflict the staff is facing. It is suggested that you stage the role plays in a fishbowl format *(see sidebar, page 22)*.

Note: It is common for role-play "disputants" to act so hostile that the mediators can't deal with them. Before the role-plays, remind participants that when people reach mediation, they have had time to cool down, and they come willingly.

Take It Further

Invite a guest speaker to make a presentation about the mediation process and how to establish and maintain a school-based peer mediation program. Sources for speakers include: local court systems; other schools with mediation programs; training/consulting organizations.

Thirteen·wnet
356 West 58th Street, New York NY 10019

BEST COPY AVAILABLE